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ABSTRACT

Public Act 84-126 amended The School Code of Illinois to include a definition of schooling and a requirement that the goals for learning be identified and assessed. This document identifies state goals for language arts education in grades 3, 6, 8, 10, and 12, and includes a sample set of district level learning objectives consistent with those goals. Several legislative requirements are presented, though it is emphasized that school districts can either adopt these objectives or develop a different set, provided that it remains consistent with state goals. An overview of language arts education is provided as a basis for the presentation of six state educational goals. The goals presented stipulate that students, as a result of their schooling, will be able to (1) read, comprehend, interpret, evaluate, and use written materials; (2) listen critically and analytically; (3) write standard English in a grammatical, well organized, and coherent manner for a variety of purposes; (4) use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions; (5) understand the various forms of significant literature representing different cultures, eras, and ideas; and (6) understand how and why language functions and evolves. For each of the six goals a list of general knowledge skills related to a specific goal is provided. Sample learning objectives, keyed to the general knowledge/skills are then provided for each of the six goals and for each of the five grades. State goals for learning in six areas--language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health--are appended. In addition, a question-and-answer appendix discusses learning objectives, forms of government assistance, and state testing. (JD)

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STATE GOALS FOR LEARNING

AND SAMPLE LEARNING OBJECTIVES

LANGUAGE ARTS

GRADES 3, 6, 8, 10, 12

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INTRODUCTION

The 1985 educational reform legislation addressed nearly every aspect of schooling and provided a unique opportunity for local school districts and the State Board of Education to work cooperatively to improve education in Illinois. One of the most important pieces of the legislation, one which has long-range implications for learning and teaching in Illinois schools, provides for the development of learning goals and assessment systems at both the state and local levels.

Legislative Requirements

Public Act 84-126, effective August 1, 1985, amended The School Code of Illinois to include, for the first time in the state's history, a definition of schooling and a requirement that the goals for learning be identified and assessed. Specifically, the law requires the following:

The State Board of Education must establish goals consistent with the primary purpose of schooling. The legislation defines the primary purpose of schooling as the transmission of knowledge and culture through which children learn in areas necessary to their continuing development: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health.

Local school districts must establish student learning objectives which are consistent with the primary purpose of schooling and which meet or exceed goals established by the State Board.

School districts must also establish local goals for excellence in education.

The State Board must establish assessment procedures for local school districts. This includes the establishment of a common month for testing in each school year, the development of state test items to be included along with each of the district assessments, and the development of model assessment procedures which school districts may elect to use.

School districts must assess student learning to determine the degree to which local goals and objectives are being met. This assessment is required at least at grades 3, 6, 8 and 10, with the initial year for assessment staggered according to learning area and grade level.

School districts must develop local plans for improvement in those areas where local goals and objectives are not being met.

School districts must disseminate the local goals and objectives to the public, along with information on the degree to which they are being achieved and, if not, what appropriate corrective actions are being taken by the district.

The State Board must approve the local school district objectives, assessment systems, plans for improvement, and public reporting procedures.

The intent of these requirements is to put into place a system which will assure, to the maximum extent possible, that elementary and secondary school students learn what the state and local communities regard as important.

Purpose of this Publication

During the next several years, beginning in 1987, school districts will be required to submit their objectives for student learning to the State Board of Education. These objectives must meet or exceed the State Goals for Learning and must also identify local goals for excellence in education. The purpose of this publication is to provide assistance to local school districts in fulfilling these requirements.

This document is part of a series of six publications, one for each of the primary learning areas stated in the law. It identifies State Goals for Learning in a specific learning area* and a sample set of district-level learning objectives which are in our view consistent with those Goals. School districts have the option to adopt or adapt these objectives for local use or to develop a completely different set which is consistent with State Goals and is based on their view of local needs and conditions.

State Goals for Learning vs. District-Level Learning Objectives

The legislation adopted in the summer of 1985 required the State Board of Education to adopt State Goals for Learning in each of the six primary areas identified in law: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. With the assistance of a committee chaired by Dr. John Corbally and representatives of education, business and the general public, the State Board completed this task in October 1985.

The State Goals for Learning are broadly stated, relatively timeless expressions of what the State of Illinois wants and expects its students to know and be able to do as a consequence of their elementary and secondary schooling. They are terminal goals--that is, they identify what students are expected to know by the time they complete their elementary and secondary

* State Goals for Learning in all six learning areas are found in Appendix A.

education. The state's interest is focused less on when or how the desired knowledge and skills are acquired than on the ultimate results of local efforts. Therefore, each local school district will be given the maximum flexibility allowed by law for deciding when and how they wish to approach the teaching of various skills and understandings.

The State Goals for Learning should not be confused with graduation requirements; they are statements of the expectations which are held for all Illinois students. Some students will far exceed them. Others may not achieve them initially, but that reality should not lessen the expectations or the efforts expended on improving their performance. Local schools will be expected to adjust programs and allocate resources in a manner which is consistent with achievement of the desired level of student learning.

Local school districts are required to develop, and submit for approval by the State Board of Education, local learning objectives which meet or exceed the State Goals for Learning. These district-level objectives will identify the learning outcomes expected for students in their schools and are, in effect, the district goals for learning.

Like the State Goals for Learning, district-level objectives are intended to represent terminal goals for elementary and secondary schooling. This means that the process of developing district-level objectives should begin with the identification of objectives which define the learnings expected of students by the time they complete schooling. These then become the framework within which a school district identifies the progression of learning for its students.

It should be emphasized that because the State Goals for Learning represent end-point expectations, it will be necessary for elementary and secondary schools to be in close communication during the development of local district objectives.

Sample Learning Objectives

The sample set of district-level learning objectives presented in this publication was developed as a means of providing assistance to districts in the development of their own objectives.

The State Goals for Learning were deliberately stated in broad, general terms so that districts would have a large degree of latitude in developing instructional strategies and having their objectives reflect such local considerations. These sample district-level objectives provide one of the many possible sets of objectives which are consistent with the State Goals for Learning. Districts could choose to adopt these sample objectives as their own, although we would assume that none would do so without due consideration of local conditions and needs and an appropriate process of thoughtful review. Districts could also adapt these sample objectives to correspond to their own views. The approach we suggest is for school districts to use this sample set of learning objectives as a guide to assist them in their efforts to develop local district learning objectives.

This sample set of district-level learning objectives was developed with the assistance of an expanded version of the committee which helped to develop the State Goals for Learning and a technical writing committee. A draft document was provided to school districts in the spring of 1986, and after an intensive period of review and analysis, revisions were made. This final version represents the perceptions and comments of many thousands of Illinois citizens and educators.

The sample learning objectives for grades 3, 6, 8, 10 and 12 describe learnings which are in our view consistent with the State Goals for Learning. Although these sample objectives identify specific expectations, district objectives for grades 3, 6, 8, and 10 do not necessarily have to correspond. State Board approval of local objectives will be based on compatibility with the State Goals for Learning, not these sample objectives.

Some additional comments about what these sample district-level learning objectives are, and are not, intended to do.

1. They are not intended to specify instructional delivery systems. Although the objectives are listed in fundamental learning areas closely related to traditional course offerings or specific areas of the curriculum, it should be emphasized that the learnings can appropriately occur in a number of places in the curriculum. The focus is on student learning, not course offerings. Naturally, a student must have opportunities to learn the knowledge indicated or the skill specified in the objectives, but such activities do not of necessity have to occur within the learning area in which it is listed.

2. The number of sample learning objectives shown for a particular learning area is not intended to suggest the relative amount of instructional time which should be given to that area. Time allocations will vary for a variety of reasons totally unconnected to the length of a list of objectives.

3. The sample learning objectives identify behavior or knowledge in more general terms than those expected to be used in local district instructional objectives. The establishment of definitions at that more specific level is left to local discretion.

4. The sample objectives are intended to reflect a progression of learning which is consistent with learning theory and human development. Wherever possible, the sample objectives present a range of cognitive levels within a grade level. Learning sequences generally emphasize higher cognitive levels as grade levels increase from grade 3 to grade 12. However, some learning objectives remain the same from grade to grade--that is, objectives do not present a cognitive sequence that increases in difficulty across grade levels. Rather, these objectives imply an increase in the complexity and sophistication of learning materials and other stimuli appropriate to the developmental stage of the student.

5. The samples presented in this document do not cover all possible cognitive levels and learning sequences necessary for effective teaching and instruction. However, the samples are intended to present a broad picture of the knowledge and skills which meet the State Goals for Learning, without specifying the instructional activities necessary to achieve these learnings.

6. The sample learning objectives are not intended to reflect measures of student achievement or to prescribe instructional methods. Local curricular and instructional designs, course offerings, textbooks and materials, and other adjuncts to teaching and learning are determined locally. This Learning Outcome/Assessment program will not change that practice.

7. Although the State Goals for Learning and the sample learning objectives are identified within a specific area of learning, it is hoped that as local school districts develop their own objectives, they will consider the need to assure that students integrate knowledge and understand the interrelationships of the learning areas.

8. Although each district's objectives will serve as the basis for its district-level assessment program, these sample learning objectives are not the framework or basis for state assessment items. State assessment will be based on the more general areas defined in the State Goals for Learning.

Publication Format

In this publication, all of the State Learning Goals for this fundamental area of learning are listed in Section II. In Section III, the State Goals are listed with the general knowledge and skills which are related to each goal.

Section IV contains the sample learning objectives related to each Goal and keyed to the general knowledge and skills areas. The capital letter before each objective refers to the general knowledge and skills area. The objectives are numbered consecutively by each area. For example, sample learning objective D2 relates to the general knowledge and skills statement D and is the second sample objective listed for this grade level in this area. In this way, districts can reconstruct the progression used in developing the sample learning objectives. Each grade designation of sample learning objectives begins on a separate page so that all of the sample learning objectives for a particular level can be aggregrated.

Included in the Appendix are the State Goals for Learning for all of the six fundamental areas of learning and answers to some of the most frequently asked questions about this program.

Language Arts

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Language arts includes the study of literature and the development of skills in reading, writing, speaking, and listening. The most effective instruction occurs when the skills are stressed across the learning areas at all grade levels with the students' learning to use skills appropriately in a variety of contexts, applying skills in increasingly complex and situations and identifying alternative ways to accomplish purposes. The emphasis in language arts is on skills, not content areas.

The sample learning objectives for literature, particularly at the eighth, tenth and twelfth grade levels, assume that school districts and individual teachers can best select significant works appropriate to the grade levels. These objectives suggest periods and types of literature to be read at some time while in school, but do not specify periods, authors, or works at any particular grade level nor the kinds of tasks and understandings eighth, tenth and twelfth graders must master or achieve. Piaget and others have demonstrated that adolescents have the ability to imagine many possibilities in a situation, to adopt a variety of viewpoints, and to consider hypothetical situations. Therefore, students aged eleven or twelve have the capacity to respond to literature, and teachers have the challenge to refine and enrich those responses with appropriate works. Although eighth, tenth, and twelfth graders can attain the same kinds of competencies and insights, tenth and twelfth graders should demonstrate their achievements through the use of more complex and challenging texts. Recent efforts to establish the canons of literature for young adults have indicated that students in middle school and beyond can discuss elements like plot, tone, theme, and point of view productively (Donelson, Kenneth L., and Nilsen, Allen P. (Eds.) 1980. Literature for Today's Young Adults. Glenview, Illinois: Scott Foresman). The study of literature should emphasize analysis, but should not prevent enjoyment nor stifle the pleasure of truly productive reading.

Reading, writing, speaking and listening are language behaviors, rather than subject areas and, therefore, are essential for all cognitive learning. Speaking and listening focus upon the use of the same skills in diverse contexts at increasingly complex levels of application, a mode reflected in guidelines from the Speech Communication Association/American Theatre Association. The sample learning objectives for speaking and listening represent this diversity and increasing complexity by appropriate grade levels. Instruction should stress specific behaviors to be performed with specific outcomes which the teacher can observe and assess.

Of all areas of the curriculum, reading is perhaps the most heavily researched at the theoretical and practical levels. The last decade has brought substantial advances in the understanding of the reading process and reading instruction. These findings have been translated and integrated into the sample reading objectives and instructional techniques. The Illinois State Goals for Learning and sample learning objectives are a reflection of the current research and views about reading and represent a broad framework of what is known about the reading process and sound reading instruction. These objectives break with the past, build on prior strengths, and go beyond to accommodate the significant advances made in reading research.

The sample learning objectives on writing reflect the work over the past years in the Illinois Inventory of Educational Progress (IIEP) Writing Assessment. As in the IIEP Writing Assessment, the objectives are based on students' producing whole pieces of writing in various, traditional types of writing, e.g., persuasive, expository, narrative. The objectives also reflect new classification mechanisms of the last decade. Two influential schemes in the objectives are James Kinneavy's theoretical work on the aims of discourse which include expressive, literary, persuasive and referential writing and James Britton's extensive analyses of the kinds of writing required of students in school which include expressive, poetic, and referential tasks such as explaining points of view, events or ideas in order to inform or convince the reader (Britton, J. 1978. The Composing Process and the Functions of Writing. In Cooper and Odell (Eds.), Research and Composing: Points of Departure (Chapter 2). Urbana, Illinois: National Council of Teachers of English; Kinneavy, J.R. 1971. The Aims of Discourse. Englewood Cliffs, New Jersey: Prentice Hall). These tasks, as discussed by Britton, are functionally or practically oriented and include the kinds of writing often used in school work, career and personal business transactions. Development of functional writing skills is an important aspect of what students should be able to do as a result of their schooling.

LANGUAGE ARTS

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

State Goals for Learning

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras, and ideas;
- understand how and why language functions and evolves.

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

Perhaps no other area of the school curriculum has been as heavily researched at the theoretical and practical levels as reading. Within the last decade, substantial advances in understanding the reading process and reading instruction have been made. Because of the magnitude of these advances, it is time to translate and integrate these research findings into learning objectives for reading.

The sample learning objectives are a reflection of the current research and views about reading. They represent a broad framework of what is known about the reading process and sound reading instruction. These objectives break with the past; they build on the strengths that existed and go beyond to account for recent significant advances. Specifically, the new direction in reading is based upon the following points:

Reading is the process of constructing meaning through the dynamic (ever-changing) interaction of the reader, the text (written material) and the context of the reading situation. Reading takes place only when the various subskills of reading are integrated to produce a smooth, coherent holistic process.

Prior knowledge is a major determinant of comprehension. That is, readers use information from the text together with already-possessed knowledge to determine the author's intended meaning.

In real reading situations, students read whole texts, rather than short passages or sections extracted from longer texts. Reading instruction must withstand the reality test by assuring that students read longer, complete passages.

Inference is an inherent part of the ongoing moment-by-moment process of reading. Making inferences requires readers to use information from the text and prior knowledge to produce meaning. This process virtually guarantees that any text will have many acceptable and justifiable interpretations.

Hallmarks of effective readers are attributes like sensitivity and flexibility. Skilled readers are sensitive to the purpose for which they are reading, the requirements of the reading task and their own individual reading ability and knowledge about the text. Flexibility requires readers to adjust reading strategies in response to this sensitivity. Skilled readers monitor their comprehension and apply appropriate fix-up strategies when necessary.

Personal reading and study habits and attitudes developed in home, peer and school environments play an important role in determining growth in reading skill and achievement. Skilled reading requires a great deal of practice over a long period of time using a variety of materials from all content areas for many different purposes.

The process of reading across developmental levels remains more constant than it changes. This fact is an inevitable consequence of the linguistic and cognitive basis of reading. Therefore, the reading objectives are the same across all grade levels. The reading task becomes more complex as the difficulty of the reading material increases. The vocabulary demands, sentence complexity and clarity of the organizational plan or concept load all contribute to the difficulty of the text. The determination of text difficulty is also influenced by the knowledge, interest and motivation readers bring to the reading situation.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 1

The following knowledge and skills are related to this State Goal for Learning:

A Recognition, recall, and summarization of material read.

B Questioning and predicting giving rationales for each prior to, during, and after reading.

C Reading for various purposes and identification of text to accomplish each purpose.

D Sensitivity to difficulties of the text, requirements of the task, abilities and motivation.

E Using appropriate inferences to achieve a full understanding of the text.

F Integration of information from more than one text.

G Justification and explanation of answers to questions about material read.

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

As a result of instruction in listening, students should demonstrate the following skills at an appropriate level of complexity.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 2

The following knowledge and skills are related to this State Goal for Learning:

A Meaning of spoken messages.

B Sequence of ideas from spoken messages.

C Inferences from spoken messages and nonverbal cues.

D Distinction among different purposes in communication.

E Differing perspectives and points of view.

F Effective and appropriate responses.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

As a result of instruction in language and composition, students should write compositions demonstrating appropriate levels of complexity.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 3

The following knowledge and skills are related to this State Goal for Learning:

A Use of appropriate language and style in writing for a variety of purposes and audiences.

B Ability to develop and maintain a focus with a clear thesis, a main idea, theme or unifying event.

C Use of specific information or reasons to support and elaborate the main point.

D Clear, coherent, logical organization of ideas within the appropriate major discourse structures.

E Use of standard written English conventions.

F Ability to revise, edit, and proofread.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

As a result of instruction in speaking, students will demonstrate the following skills at an appropriate level of complexity.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 4

The following knowledge and skills are related to this State Goal for Learning:

A Clear and expressive speaking.

B Orderly presentation of ideas with appropriate introduction, elaboration, and conclusion.

C Development of ideas with appropriate support materials.

D Use of appropriate language and nonverbal cues for the topic, audience, and setting.

E Use of language for a variety of purposes.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

As a result of instruction in literature, students will read a variety of literary works.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 5

The following knowledge and skills are related to this State Goal for Learning:

A Differences among poetry, drama, fiction, and nonfiction.

B Differences among the types of factual literature.

C American, English, and non-English literary works.

D Selected literary works from various historical periods.

E Selected literary works that manifest different value systems and philosophies.

F Elements of fiction and nonfiction.

G Figurative language.

H Literary themes and their implications.

I Symbolism, allegory, and myth.

J Evaluation of selected literary works supported with evidence.

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 6

The following knowledge and skills are related to this State Goal for Learning:

A Diversity of language conventions.

B Ways in which languages have originated and changed over time.

C Nature and use of language in nonprint media.

D English grammar.

LANGUAGE ARTS
GRADE 3

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 3, given the readers' prior knowledge and reading material with appropriate vocabulary demands, sentence complexity, organizational plan, and concept load, students should be able to:

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B1. Ask questions and make predictions about a passage prior to reading, based upon prior knowledge and the limited information about the passage contained in the title, pictures or other introductory material.

B2. Ask questions and make predictions about a passage while reading taking into account all of the important information available up to that point in the reading.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities and motivation.

D2. Adjust their strategies for reading and understanding, using decoding skills, context clues, self-questioning, predicting, reference materials, rereading, and adjustment of reading speed based on the demands of the reading situtation.

E1. Make inferences about the text such as unknown vocabulary, causal relationships, author's purpose, characters' emotions and motives, mood and tone using information from the text and prior knowledge.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize and analyze information from a variety of sources to enhance understanding, e.g., form opinions based upon a variety of information, to compare/contrast, to verify information and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

LANGUAGE ARTS
GRADE 6

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 6, given the readers' prior knowledge and reading material with appropriate vocabulary demands, sentence complexity, organizational plan, and concept load, students should be able to:

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B1. Ask questions and make predictions about a passage prior to reading, based upon prior knowledge and the limited information about the passage contained in the title, pictures or other introductory material.

B2. Ask questions and make predictions about a passage while reading taking into account all of the important information available up to that point in the reading.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities and motivation.

D2. Adjust their strategies for reading and understanding, using decoding skills, context clues, self-questioning, predicting, use of reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E1. Make inferences about the text such as unknown vocabulary, causal relationships, author's purpose, characters' emotions and motives, mood and tone using information from the text and prior knowledge.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize and analyze information from a variety of sources to enhance understanding, e.g., form opinions based upon a variety of information, to compare/contrast, to verify information and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

LANGUAGE ARTS
GRADE 8

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 8, given the readers' prior knowledge and reading material with appropriate vocabulary demands, sentence complexity, organizational plan, and concept load, students should be able to:

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B1. Ask questions and make predictions about a passage prior to reading, based upon prior knowledge and the limited information about the passage contained in the title, pictures or other introductory material.

B2. Ask questions and make predictions about a passage while reading taking into account all of the important information available up to that point in the reading.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities and motivation.

D2. Adjust their strategies for reading and understanding, using decoding skills, context clues, self-questioning, predicting, reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E1. Make inferences about the text such as unknown vocabulary, causal relationships, author's purpose, characters' emotions and motives, mood and tone using information from the text and prior knowledge.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize and analyze information from a variety of sources to enhance understanding, e.g., form opinions based upon a variety of information, to compare/contrast, to verify information and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

LANGUAGE ARTS
GRADE 10

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 10, given the readers' prior knowledge and reading material with appropriate vocabulary demands, sentence complexity, organizational plan, and concept load, students should be able to:

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B1. Ask questions and make predictions about a passage prior to reading, based upon prior knowledge and the limited information about the passage contained in the title, pictures or other introductory material.

B2. Ask questions and make predictions about a passage while reading taking into account all of the important information available up to that point in the reading.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities and motivation.

D2. Adjust their strategies for reading and understanding, using decoding skills, context clues, self-questioning, predicting, use of reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E1. Make inferences about the text such as unknown vocabulary, causal relationships, author's purpose, characters' emotions and motives, mood and tone using information from the text and prior knowledge.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize and analyze information from a variety of sources to enhance understanding, e.g., form opinions based upon a variety of information, to compare/contrast, to verify information and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

LANGUAGE ARTS
GRADE 12

STATE GOAL FOR LEARNING 1

As a result of their schooling, students will be able to read, comprehend, interpret, evaluate, and use written material.

SAMPLE LEARNING OBJECTIVES FOR GOAL 1

By the end of GRADE 12, given the readers' prior knowledge and reading material with appropriate vocabulary demands, sentence complexity, organizational plan, and concept load, students should be able to:

A1. Locate information that is explicitly stated in the text.

A2. Remember the information that is explicitly stated in the text and restate this information in their own words.

A3. Summarize the important ideas of the text and the important supporting details.

B1. Ask questions and make predictions about a passage prior to reading, based upon prior knowledge and the limited information about the passage contained in the title, pictures or other introductory material.

B2. Ask questions and make predictions about a passage while reading taking into account all of the important information available up to that point in the reading.

B3. Ask questions after reading that take into account the entire text read and are used to clarify and to review the information.

C1. Understand a variety of reasons for reading such as learning of new information, use of text to accomplish the readers' goals, social interaction, entertainment, and self-exploration.

C2. Use appropriate texts such as fiction, nonfiction, poetry, letters, directions, and reference material to accomplish the various purposes for reading.

D1. Understand the difficulties of the text (vocabulary demands, content, organization, author's purpose), requirements of the task (what is expected as a result of reading), and their own knowledge, abilities and motivation.

D2. Adjust their strategies for reading and understanding, using decoding skills, context clues, self-questioning, predicting, use of reference materials, rereading, and adjustment of reading speed based on the demands of the reading situation.

E1. Make inferences about the text such as unknown vocabulary, causal relationships, author's purpose, characters' emotions and motives, mood and tone using information from the text and prior knowledge.

E2. Explain the rationale for inferences made using the information from the text and from the readers' knowledge.

F1. Use, synthesize and analyze information from a variety of sources to enhance understanding, e.g., form opinions based upon a variety of information, to compare/contrast, to verify information and to expand knowledge.

G1. Explain and verify answers to questions about what has been read.

LANGUAGE ARTS
GRADE 3

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 3, students should be able to:

A1. Recall the content of brief oral messages.

A2. Recognize standards for evaluation of oral messages.

B1. Identify the main idea of an oral message.

C1. Identify verbal and nonverbal cues to meaning.

C2. Distinguish between necessary and unnecessary information in an oral message.

C3. Recognize a distinction between implied meanings and standard word definitions.

D1. Recognize that oral messages can be entertaining and informative.

E1. Identify different points of view in oral messages.

E2. Recognize cultural differences among people as expressed in their communication behaviors.

F1. Use socially acceptable ways to gain attention.

F2. Listen attentively to an oral presentation of appropriate length.

F3. Identify distractions to listening.

F4. Use appropriate audience/listener responses.

LANGUAGE ARTS
GRADE 6

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 6, students should be able to:

A1. Formulate questions to clarify meaning after hearing an oral message.

A2. Identify bias in oral messages.

B1. Recall specific and significant details of an oral message.

B2. Follow multistep oral directions in order given.

C1. Understand how verbal and nonverbal cues affect meaning.

C2. Identify and explain an inference in an oral message.

D1. Identify specific purposes of a variety of oral messages.

E1. Identify cultural differences and similarities among people in their communication behaviors.

E2. Know the point-of-view of a specific source from an oral message.

F1. Listen attentively to an oral presentation of appropriate length.

F2. Demonstrate ability to concentrate on listening when distractions are present.

F3. Provide audience/listener responses appropriate to the occasion.

LANGUAGE ARTS
GRADE 8

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 8, students should be able to:

A1. Give a content summary of an oral message of appropriate length.

A2. Identify criteria for evaluating and judging a variety of oral messages.

B1. Identify a central theme or thesis, associating main ideas.

B2. Follow multistep oral directions in the order given.

C1. Identify inconsistencies between verbal and nonverbal message cues.

C2. Identify a variety of alternative solutions to a problem.

C3. Analyze statements of observation, inference, and judgment in an oral message.

D1. Know the purposes being met by a specific message.

D2. Listen to accomplish a specific purpose.

E1. Suspend judgment about the source and the message until the conclusion of an oral presentation.

E2. Adapt listening in response to cultural differences.

E3. Relate values expressed in an oral message to their own values.

F1. Demonstrate skill in interactive situations.

F2. Make critical judgments as listeners and viewers and provide constructive criticism.

F3. Focus attention and sustain listening during an oral presentation of appropriate length.

F4. Demonstrate the ability to listen in situations with multiple distractions.

LANGUAGE ARTS
GRADE 10

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 10, students should be able to:

A1. Analyze accurately the content of an oral message of an appropriate length.

A2. Judge the sufficiency of detail, the qualifications and credibility of sources, and the effectiveness of solutions proposed in oral messages.

B1. Identify the main ideas from a variety of kinds of oral messages and relate those ideas to the central theme.

B2. Follow a theme in an oral presentation from its introduction to its conclusion.

B3. Follow multistep oral directions in the order given.

C1. Evaluate the implications of verbal and nonverbal cues in oral presentations.

C2. Distinguish relevant from irrelevant information in an oral message.

C3. Analyze the relationships among ideas in an oral message.

D1. Distinguish among purposes in multifunction messages.

D2. Analyze the various techniques used by a source of an oral message to accomplish a purpose.

D3. Listen to a variety of oral messages to accomplish a specific purpose.

E1. Adjust their own communication behavior in response to cultural differences.

E2. Analyze differences of opinion based on a specific oral message.

F1. Demonstrate interaction skills in a variety of contexts.

F2. Provide constructive criticism based on critical judgments as listeners and viewers.

F3. Focus and sustain attention during an oral presentation of appropriate length.

F4. Demonstrate ability to listen in situations with multiple distractions.

LANGUAGE ARTS
GRADE 12

STATE GOAL FOR LEARNING 2

As a result of their schooling, students will be able to listen critically and analytically.

SAMPLE LEARNING OBJECTIVES FOR GOAL 2

By the end of GRADE 12, students should be able to:

A1. Evaluate the content of an oral message of an appropriate length.

A2. Judge the sufficiency of detail, the qualifications and credibility of sources, and the effectiveness of solutions proposed in oral messages.

B1. Analyze the main ideas from a variety of kinds of oral messages and relate those ideas to the central theme.

B2. Identify the sequence of ideas from spoken messages.

C1. Evaluate the implications of verbal and nonverbal cues in oral presentations.

C2. Analyze the relationships among ideas in an oral message.

D1. Evaluate the various techniques used by a source of an oral message to accomplish a purpose.

E1. Distinguish among differing perspectives and points of view.

F1. Respond effectively and appropriately to oral messages.

LANGUAGE ARTS
GRADE 3

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 3, students should be able to:

A1. Know the purposes of public and personal writing.

A4. Use the various forms of public and personal writing.

A5. Write for various audiences.

B1. Focus clearly upon one central idea or event when writing.

D1. Understand that writing can be used for persuading, exploring, describing and enjoyment.

E1. Use correct capitalization and punctuation marks when writing.

E2. Spell common words correctly when writing.

F1. Review a piece of writing to correct spelling, punctuation and grammar.

LANGUAGE ARTS
GRADE 6

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 6, students should be able to:

A1. Know the purposes of public and personal writing.

A2. Use the various forms of public and personal writing.

A3. Write for various audiences.

B1. Focus clearly upon one central idea or event when writing.

B2. Use information from other sources when writing.

C1. Use descriptive details, reasons for an opinion, concrete examples of solutions to a problem when writing.

D1. Write in narrative, expository, descriptive and persuasive styles.

D2. Use transitional words for time-order and comparison/contrast when writing.

E1. Write using conventional forms of standard English.

E2. Use the dictionary when unsure about the spelling of a word.

F1. Review a piece of writing to correct spelling, punctuation and grammar.

F2. Do simple revisions to meet the needs of audience and purpose.

LANGUAGE ARTS
GRADE 8

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 8, students should be able to:

A1. Know the purposes of public and personal writing.

A2. Use the various forms of public and personal writing.

A3. Write for various audiences.

B1. Focus clearly upon one central idea or event when writing.

C1. Use descriptive details, reasons for an opinion, concrete examples of solutions to a problem and/or an authority's viewpoint to support the main idea.

D1. Write in narrative, expository, descriptive and persuasive styles.

D2. Use varied methods of paragraph development.

D3. Use appropriate transitions within paragraphs and between paragraphs.

E1. Write using conventional forms of standard English.

E2. Use the dictionary or other resources when unsure about the spelling of a word when writing.

F1. Correct fragments and run-on sentences.

F2. Revise written work to correct spelling, punctuation, grammar and to meet the needs of audience and purpose.

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 10, students should be able to:

A1. Know the purposes of public and personal writing.

A2. Use the various forms of public and personal writing.

A3. Write for a variety of audiences.

B1. Focus clearly upon one central idea or event when writing.

B2. Use information from other sources when writing.

C1. Use descriptive details, reasons for an opinion, concrete examples of solutions to a problem and/or an authority's viewpoint to support the main idea.

D1. Write in narrative, expository, descriptive and persuasive styles.

D2. Use varied methods of paragraph development.

D3. Use appropriate transitions within and between paragraphs.

E1. Use standard English in matters of agreement and in verb, pronoun, and modifier usage.

F1. Manipulate the grammatical parts of sentences (clauses, phrases, words) to achieve the desire audience effect.

F2. Effectively expand and reduce sentence elements.

F3. Revise written work to meet the needs of audience and purpose.

LANGUAGE ARTS
GRADE 12

STATE GOAL FOR LEARNING 3

As a result of their schooling, students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

SAMPLE LEARNING OBJECTIVES FOR GOAL 3

By the end of GRADE 12, students should be able to:

A1. Know and understand the purposes of public and personal writing.

A2. Use the correct form of public or personal writing appropriate to the audience.

B1. Develop and maintain a focus with a clear thesis, a main idea, theme or unifying event.

C1. Support and elaborate the main point with specific information or reasons.

D1. Organize ideas clearly, coherently and logically within the major discourse structures.

E1. Use standard English conventions when writing.

F1. Revise, edit, and proofread.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 3, students should be able to:

A1. Use sufficient volume and vocal expression when speaking and reading aloud in front of an audience.

A2. Use voice and physical expression to create a mood.

A3. Demonstrate poise when speaking before a group.

B1. Recognize the beginning, middle and end of a message.

C1. Identify relationships between the main idea and supporting details in an oral message.

D1. Use oral language appropriate for their age and situation.

D2. Use standard English when speaking.

E1. Express feelings about self and others in socially acceptable ways.

E2. Orally seek, offer, and respond to information.

E3. Recognize that oral messages can influence people.

E4. Recognize that oral messages can be used for social courtesies.

E5. Use oral messages to create imaginative situations.

LANGUAGE ARTS
GRADE 6

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 6, students should be able to:

A1. Use appropriate articulation, pronunciation, volume, rate, and intonation when speaking before an audience.

A2. Use oral phrasing and variations in pitch and stress when speaking and reading aloud.

A3. Demonstrate poise when speaking before a group.

B1. Focus and limit a topic for oral presentation.

B2. Prepare a simple message outline for an oral presentation.

B3. Adapt an oral message to specific time limits.

B4. Use simple organizational devices such as ordering words.

C1. Distinguish statements of opinion from verifiable statements.

D1. Use language appropriate to audience and setting.

D2. Use standard English when speaking.

D3. Use physical movement and other nonverbal cues to emphasize meaning.

E1. Recognize the purposes of communication: informing, entertaining, imagining, feeling, and/or socializing.

E2. Give clear directions orally.

E3. Use appropriate social courtesies.

E4. Use oral messages creatively and to express feeling.

LANGUAGE ARTS
GRADE 8

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 8, students should be able to:

A1. Speak with clarity and conciseness.

A2. Use interesting and appropriate word stress when reading aloud from a variety of print sources.

A3. Speak and read with interest and enthusiasm.

B1. Limit and specify a topic for an oral presentation.

B2. Prepare a full outline for an oral presentation.

B3. Organize an oral message with introduction, body, and conclusion.

B4. Use differing organizational patterns for oral messages.

B5. Develop an agenda for a group and use parliamentary procedure when appropriate.

C1. Use a variety of sources to support ideas in an oral message.

C2. Distinguish among statements of observation, opinion, and judgment.

D1. Demonstrate flexibility in language usage.

D2. Use standard English when speaking.

D3. Use physical movement, gestures, and eye contact to communicate interest and enthusiasm.

E1. Distinguish among the communication purposes of informing, persuading, imagining, feeling, and socializing.

E2. Use information effectively in an oral message.

E3. Demonstrate the ability to develop a persuasive oral message.

E4. Use appropriate amenities in social contexts.

E5. Use oral messages creatively to express feeling.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 10, students should be able to:

A1. Demonstrate flexibility in vocal expression.

A2. Use notes and scripts effectively when speaking and reading aloud before an audience.

A3. Adapt verbal expressions for different performance situations.

B1. Expand or limit a topic for an oral presentation to meet time, setting, and audience needs.

B2. Prepare a detailed outline for an oral presentation.

B3. Identify logical relationships in oral messages.

B4. Provide oral message transitions.

B5. Phrase a problem and follow an agenda for a discussion.

C1. Develop and sustain a line of argument providing appropriate support.

C2. Distinguish among propositions of fact, policy, and value.

C3. Recognize fallacies in an argument.

C4. Use and credit sources appropriately.

D1. Evaluate their own language usage.

D2. Use physical movements and visual aids in expressive ways appropriate to the situation.

E1. Organize information in an oral message.

E2. Organize a persuasive oral message.

E3. Demonstrate skill in using social amenities.

E4. Recreate a variety of role behaviors and emotions.

E5. Use imagination to develop new ideas in an oral presentation.

STATE GOAL FOR LEARNING 4

As a result of their schooling, students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

SAMPLE LEARNING OBJECTIVES FOR GOAL 4

By the end of GRADE 12, students should be able to:

A1. Demonstrate proficiency in extemporaneous and impromptu speaking.

B1. Analyze the communication process used in public speaking.

C1. Develop ideas for an oral message through the use of appropriate support materials.

D1. Use language and nonverbal cues appropriate to the topic, audience, and setting.

E1. Organize information in an oral message.

E2. Use language for a variety of purposes.

E3. Use imagination to develop new ideas in an oral presentation.

LANGUAGE ARTS
GRADE 3

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 3, students should be able to:

A1. Recognize a given literary work as a poem.

A2. Recognize that not all poetry rhymes.

A3. Identify various types of poetry: riddles, chants, tongue twisters, nonsense verse, jump-rope rhymes.

A4. Recognize nursery and Mother Goose rhymes.

A5. Recognize a given literary work as prose.

A6. Recognize a given literary work as a play.

A7. Read and enjoy appropriate literary works.

B1. Recognize the factual nature of biography and autobiography.

C1. Compare English, American, and non-English versions of the same folktale.

D1. Identify words, phrases, descriptions and events which indicate whether a given work takes place in the past or in the present.

D2. Compare similar stories from two different time settings.

E1. Recognize cultural differences shown in a given work: holidays, clothing, dances, language.

F1. Recognize the plot sequence and actions of the major characters in a given literary work.

F2. Identify the setting of a given literary work.

F3. Identify important traits of the main characters in a given literary work.

F4. Explain causes for character behavior.

F5. Identify ways in which characters change throughout a story.

G1. Recognize simple similes in a given work.

G2. Identify personification and onomatopoeia in given literary works.

H1. Recognize the main idea of a given literary work.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 6, students should be able to:

A1. Identify imagery in poetry.

A2. Recognize simple rhyme, alliteration and onomatopoeia in poetry.

A3. Recognize form and content of free verse.

A4. Understand simple stage terminology and directions given in a play.

A5. Identify structural elements unique to prose fiction.

A6. Recognize examples of historical fiction, fantasy literature, science fiction, realistic fiction, and folk literature.

B1. Recognize various kinds of factual literature.

B2. Distinguish between fact and opinion/theory in a factual account.

C1. Recognize how cultural differences have an impact on given literary works.

C2. Read and enjoy selected American literature and literature from other countries.

D1. Draw reasonable conclusions about a past era from information provided in various forms of literature.

D2. Understand how literature reflects the slang, social attitudes, clothing and customs of the era in which it was written.

E1. Identify examples of cultural differences in a given literary work.

E2. Recognize the historical perspective found in a given literary work.

F1. Understand how speech/dialogue, description and action are used to create characters.

F2. Understand the importance of point of view in a given literary work.

F3. Infer meaning beyond the literal account of a story.

G1. Identify the use of metaphor, simile, and personification.

G2. Recognize the use of dialect and other language patterns in a given work.

G3. Understand the author's tone in a given literary work.

H1. Recognize the main theme of a given literary work.

I1. Recognize simple symbolism in a given literary work.

I2. Recognize simple allegories in a given literary work.

I3. Understand the meaning of simple myths to today's world.

J1. Cite evidence to support a specific purpose for a given literary work.

J2. Identify how an author appeals to the senses.

J3. Discuss the plot using examples and quotations to illustrate significance, logicality and believability of events.

J4. Understand characterization through the age of the character, predictability of character behavior and character change.

J5. Discuss the similarity of two works of literature citing examples of themes, plots, settings, characters and styles.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 8, students should be able to:

A1. Identify common characteristics of poetry.

A2. Read and identify a variety of poetic forms and styles.

A3. Recognize standard terms and conventions unique to drama.

A4. Recognize the difference between fictional prose and other literary types.

A5. Identify a variety of fictional forms.

B1. Compare and contrast various types of factual literature.

C1. Read and enjoy selected American literature and literature from other countries.

D1. Compare and contrast literary works from two different historical periods.

E1. Understand the perspectives of authors of selected works.

E2. Compare and contrast the values, beliefs, or prejudices represented in similar literary works.

F1. Identify significant elements of fiction.

F2. Recognize the qualities of nonfiction.

G1. Identify the major types of figurative language.

G2. Identify examples of the major types of figurative language in a given literary work.

H1. Identify the central point, idea, or meaning in a given literary work.

H2. Know the relationships between the theme of a literary work and appropriate real-life situations.

I1. Know characteristics of symbolism, allegory and myth.

J1. Formulate an opinion of a given literary work.

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 10, students should be able to:

A1. Distinguish common characteristics of poetry.

A2. Analyze a variety of poetic forms and styles.

A3. Distinguish between fictional prose and other literary types.

A4. Understand a variety of fictional forms.

A5. Analyze various types of literature.

B1. Compare a specific factual work by type.

B2. Differentiate the uses and characteristics of various types of factual literature.

C1. Read and enjoy selected American literature and literature from other countries.

D1. Recognize that literature from other historical periods has different stylistic and thematic qualities.

E1. Analyze how an author's perspective relates to the meaning of a work.

F1. Identify and discuss significant elements of fiction.

F2. Know the qualities which make a selected work of nonfiction effective.

G1. Analyze examples of the major types of figurative language in a given literary work.

G2. Understand the relationships between figurative language and meaning in a given literary work.

H1. Identify and discuss the central point, idea, or meaning in a given literary work.

H2. Compare and contrast the themes developed in a pair of similar literary works.

H3. Know the relationships between the theme of a literary work and appropriate real-life situations.

I1. Understand the use of symbolism, allegory, and myth in selected literary works.

J1. Identify the ways in which an author's technique contributed to the overall effect or meaning of a given literary work.

J2. Formulate an opinion of a given literary work, providing specific reasons for particular judgments.

LANGUAGE ARTS
GRADE 12

STATE GOAL FOR LEARNING 5

As a result of their schooling, students will be able to understand the various forms of significant literature representative of different cultures, eras, and ideas.

SAMPLE LEARNING OBJECTIVES FOR GOAL 5

By the end of GRADE 12, students should be able to:

A1. Distinguish among poetry, drama, fiction, and nonfiction.

A2. Understand the uses, qualities, and characteristics of various types of poetry.

A3. Read and discuss a variety of poetic forms and styles.

B1. Evaluate the uses and characteristics of various types of factual literature.

C1. Read and compare/contrast selected works of American literature from a variety of eras.

C2. Identify and discuss important characteristics of selected American literary works.

C3. Read and compare/contrast selected works of British literature from a variety of eras.

C4. Identify and discuss important characteristics of selected British literary works.

C5. Read (in translation) and discuss selected literary works from non-English speaking cultures.

C6. Identify and discuss literary and cultural characteristics revealed in non-English literary works.

C7. Discuss the techniques and characteristics of significant literary works from the United States, England and non-English-speaking countries.

D1. Evaluate the different stylistic, thematic, and technical qualities present in the literature of different historical periods.

D2. Evaluate the content, structure, and style of similar literary works from two different historical periods.

E1. Understand selected literary works that manifest different value systems and philosophies.

F1. Know and understand the elements of fiction and nonfiction.

G1. Know and understand figurative language.

H1. Evaluate literary themes and their implications.

I1. Analyze symbolism, allegory and myth in selected literary works.

J1. Evaluate selected literary works and support the evaluation with evidence.

LANGUAGE ARTS
GRADE 3

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 3, students should be able to:

A1. Identify verbal and nonverbal cues to meaning.

A2. Recognize a distinction between implied meanings and standard word definitions.

A3. Recognize cultural differences among people and the unique qualities of individuals as expressed in their communication behaviors.

C1. Recognize that oral messages have differing functions.

C2. Recognize that mass media influence the individual and society.

D1. Recognize that words label abstract concepts.

D2. Use regular verb forms correctly in writing and speaking.

LANGUAGE ARTS
GRADE 6

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 6, students should be able to:

A1. Understand how verbal and nonverbal cues affect meaning.

A2. Identify cultural differences and similarities among people in their communication behaviors.

B1. Enlarge their speaking, reading, and writing vocabulary through the study of roots and affixes, words of multiple meaning, words in context and most common words misspelled.

C1. Identify specific purposes of a variety of oral messages.

C2. Draw inferences from all forms of communications.

C3. Understand that personal values and points of view influence what is said, heard and read.

D1. Determine the parts of speech of words and phrases by their positions in a sentence.

LANGUAGE ARTS
GRADE 8

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 8, students should be able to:

A1. Differentiate among statements of observation, inference and judgment in oral and written messages.

A2. Adapt their listening in response to cultural differences.

B1. Enlarge their speaking, reading, and writing vocabulary through the study of roots and affixes; synomyms, antonyns, and homonyms; words of multiple meaning, idioms, figurative language; words in context; and words most frequently misspelled.

C1. Distinguish among purposes in multifunction messages.

C2. Make critical judgments as a listener and viewer, as well as provide constructive criticism.

D1. Analyze the function of words within sentences.

LANGUAGE ARTS
GRADE 10

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 10, students should be able to:

A1. Differentiate between the connotative and denotative meanings of words in context.

A2. Adapt their listening and speaking in response to cultural differences.

B1. Understand etymology, the roots and histories of words as a means of acquiring larger and more precise vocabularies.

C1. Understand the purposes being met by a specific message.

C2. Draw inferences from all forms of communication.

D1. Know how to match diction (choice of words) and sentence structure with the purpose of the communication and the nature of the audience.

LANGUAGE ARTS
GRADE 12

STATE GOAL FOR LEARNING 6

As a result of their schooling, students will be able to understand how and why language functions and evolves.

SAMPLE LEARNING OBJECTIVES FOR GOAL 6

By the end of GRADE 12, students should be able to:

A1. Recognize the diversity of language conventions.

B1. Understand how languages have originated and changed over time.

C1. Evaluate the nature and use of language in nonprint media.

D1. Understand the grammatical system on which English operates.

APPENDIX A

STATE GOALS FOR LEARNING--SIX AREAS OF LEARNING

LANGUAGE ARTS

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also central requirements for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras, and ideas;
- understand how and why language functions and evolves.

MATHEMATICS

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

As a result of their schooling, students will be able to:

- perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions and decimals;
- understand and use ratios and percentages;
- make and use measurements, including those of area and volume;
- identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs;

- understand and apply geometric concepts and relations in a variety of forms;

- understand and use methods of data collection and analysis, including tables, charts and comparisons;

- use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.

BIOLOGICAL AND PHYSICAL SCIENCES

Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society;

- the social and environmental implications and limitations of technological development;

- the principles of scientific research and their application in simple research projects;

- the processes, techniques, methods, equipment and available technology of science.

SOCIAL SCIENCES

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexities of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;

- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;

- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;

- demonstrate a knowledge of world geography with emphasis on that of the United States;

- apply the skills and knowledge gained in the social sciences to decision making in life situations.

FINE ARTS

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;

- identify processes and tools required to produce visual art, music, drama and dance;

- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;

- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;

- describe the unique characteristics of each of the arts.

PHYSICAL DEVELOPMENT AND HEALTH

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills.

As a result of their schooling, students will be able to:

- understand the physical development, structure and functions of the human body;

- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;

- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities;
- demonstrate a variety of basic life-saving activities.

APPENDIX B

LEARNING OBJECTIVES AND ASSESSMENT--QUESTIONS AND ANSWERS

Question: When will the first plan be due?

Answer: The first plan must be submitted by August 31, 1987.

Question: Can a district submit its plan earlier so that the objectives, assessment systems, and reporting procedures are approved prior to the beginning of the 1987-88 school year?

Answer: Yes. The State Board will be prepared to receive plans in the spring of 1987. Districts are encouraged to submit their plans as early as possible.

Question: What are the criteria for the approval of plans?

Answer: Specific criteria will be listed in rules currently being developed for this program. The criteria will be based on the legislative requirement that the local objectives meet or exceed the State Learning Goals, that the assessment procedures are adequate to determine the degree to which students are meeting these objectives, and that reporting procedures are sufficient to inform the public about the objectives, the assessment results, and the plans for improvement.

Question: What assistance is available to school districts?

Answer: Many forms of assistance are presently available and others are being developed:

1. The Illinois General Assembly appropriated $2.7 million in FY 86 and $2.55 million in FY 87 to assist local school districts in implementing this program. Each district may receive $1.31 per enrolled student this year by submitting an application for funds by October 15, 1986.

2. A final set of Sample Learning Objectives in each of the six fundamental areas of learning will be distributed in late September 1986; these will be based on revision of the Draft Model Learning Objectives in the six fundamental areas that were released in the spring of 1986.

3. An assessment item bank is being developed and test items from that bank will be available to districts in the fall of 1987.

4. Ten local school districts were funded in FY 86 as demonstration sites for development of model outcome/assessment systems and materials. Plans to continue and to expand this effort in FY 87 are under development.

5. Consultants to assist local school districts in the area of reading are available through the Educational Service Centers. Consultants in other areas will soon be available.

6. Workshops will be conducted and materials and publications will be distributed beginning this winter.

Question: How can a district receive assistance?

Answer: Districts should contact the Educational Service Center in their area. In addition, information and assistance regarding the development of objectives can be received from the Program Planning and Development Section or the Program Evaluation and Assessment Section, State Board of Education.

Question: Does a school district have to adopt the Sample Learning Objectives?

Answer: No. They are samples provided only to assist districts in the development of their local objectives.

Question: Why are there state test items?

Answer: In order to measure student learning against the state goals, the legislation requires that state test items be included in the local assessment system.

The General Assembly has indicated that it expects to receive information to help answer at least the following questions:

> How does student performance in Illinois schools compare with statewide student performance?
>
> To what extent are trends in achievement in each Learning Outcome area indicating decline, stability, or growth in performance over time?

Each of these questions will be studied by using the results of the state items for each grade and curricular area tested.

Question: How will the state testing items be developed?

Answer: Illinois teachers and other education professionals selected statewide will form committees that will help match test items to the state goals and construct the pilot tests. The items will be field-tested, statistically analyzed, and reviewed again by the committees.

Question: What will the relationship between state assessment items and the Sample Learning Objectives be?

Answer: There will be no direct relationship between the two. State assessment items will be based on the State Goals for Learning.

Question: Are Sample Learning Objectives the same as instructional objectives?

Answer: No. The Sample Learning Objectives define knowledge or skills at a school district, rather than a classroom, level. In that sense, they are more like school district learning goals than typical instructional objectives. In fact, they are called "objectives" in strict compliance with the language of the law. For all practical purposes they can be viewed as school district learning goals.

Question: Will the state testing items be available to the schools in advance?

Answer: The state testing items to be administered in any given year will not be available to schools for preview. However, sample items will be published for all student learning outcomes. These will be sent to all school districts prior to administration of state testing items in a curricular area. For example, a booklet of sample mathematics test items will be sent to districts prior to the administration of state mathematics testing items in spring of 1989. The booklet will contain sample items for all mathematics learning outcomes, keyed to the four grade levels to be tested (i.e., 3, 6, 8, and 10).

Question: To whom and how will state testing data be reported?

Answer: Each school will receive its students' mean scores in raw score units as well as the school's percentile rank in Illinois for each Learning Outcome area tested as well as comparisons by Learning Outcome area statewide.

Each school district will receive the above results for each of its schools as well as similar mean scores for the district as a whole.

The General Assembly and the Governor will receive a report from the State Board including:

- o the state's average performance and range of achievement for each learning area tested in raw score units and percentiles;
- o results of additional statistical analyses and interpretations, especially curricular strengths and weaknesses, trends and evidence of significant correlations; and
- o national comparisons.